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ABSTRACT

This document consists of two bibliographies and background material on a symposium conducted by a special interest group of the International Reading Association which provides a forum for librarians and reading teachers to share professional concerns. The document includes a discussion of the formation of the special interest group and the philosophy behind its formation. The bibliography entitled "The Year of the Reader: Implications for Academia" contains 29 entries dating from 1967 to 1986 concerning the implications for teachers and librarians of the proclamation of the Year of the Reader and includes journal articles, government reports, and monographs. The bibliography entitled "TLC: The Teacher Librarian Connection" includes 26 entries dating from 1985 to 1988 concerning the professional interaction of teachers and librarians and also includes journal articles, government reports, and monographs. (RS)

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TLC: THE TEACHER - LIBRARIAN CONNECTION

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TLC: The Teacher - Librarian Connection

The double meaning of the title of this paper, resulted from two disappointments which we will talk about later. The tender loving care needed for combining reading and libraries must get its start in the people of both professions: teachers and librarians. The nurturing process, if begun early, and taught well, will evolve into the life-long habit of enjoying libraries through the world of reading: from the cradle through retirement. The title of this paper, however did not originate with me, I wish it had. As another colleague and I chatted, she spoke the title, and ideas began to flash widely through my mind. We therefore, called this session, TLC: The Teacher-Library Connection.

Parents, as the first teachers, long for involvement in the reading process, and often ask for professional interaction as the reading nurturing begins. In addition to developing small libraries for children, these first teachers trot to the library to browse through those books considered suitable for the proper age level. Nothing takes the place of the parent and child reading together.

These relationships establish in young people a marvelous respect for books which needs to be kept alive as formal schooling begins. The best teachers know how to capitalize on a child's background while both educating and entertaining. In addition to wiping noses, tying shoes, collecting milk money, and teaching, teachers look for and readily accept motivational ideas for their work.

Librarians, in turn, search for that special book/s to fill the teacher/student need, and often work creatively with the teachers to offer library services for each class- regardless of grade level or type of library.

With this in mind, Dr. Peter Fisher and I co-founded a special interest group within the American Reading Association which focuses on libraries as a normal part of teaching, and have offered an annual forum and a tri-annual newsletter for sharing TLC ideas. This symposium in Toronto gave us that specific opportunity.

If you refer back to the first paragraph where I said that the TLC idea resulted from two disappointments, here they are.

When in 1986, the President of the United States proclaimed 1987, the Year of the Reader, I began searching through government documents on education to discover the importance of libraries in the teaching of reading. To my dismay, libraries and librarians were mentioned in but two of the documents.

Sharing this disappointment with a colleague in the Reading Department at Western Kentucky University-Dr. Bob Panchyshyn, we began to investigate the International Reading Association to understand that organization's involvement with the libraries and the teaching of reading. Again, disappointment. We found that most of us utilize the library services so automatically, that we take it for granted that they will always be there and will be used. We set about to change that.

Librarians and teachers require each others' input in our daily professional activities, and search for a forum which would include all types of librarians (universities, special, school, public) and all teachers whose focus is on Reading. We hope that the Libraries - Reading Special Interest Group of the International Reading Association will serve that need.

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